



# ANTI-BULLYING POLICY

## 1. DEFINITION

### 1.1 A definition of bullying is:

Behaviour by an individual or group, repeated over time, that intentionally hurts, threatens or frightens another individual or group either physically or emotionally. It is deliberate, targeted and persistent.

### 1.2 Bullying can occur in many ways:

Bullying can take many forms and is often motivated by prejudice against particular groups, for example on grounds of appearance, race, religion, culture, gender, sexual orientation, or because someone is adopted or has caring responsibilities or because they have special educational needs and disability. It might be motivated by prejudice, or actual or perceived differences.

Throughout any bullying allegation and investigation during the Covid-19 period, bullying will be dealt with in the same manner as any other incident, but it will be logged as bullying (Covid-19)

### 1.3 It can be:

- Verbal or psychological: teasing, name-calling, spreading rumours etc
- Physical assault: pushing, kicking, hitting, punching etc
- Emotional: being unfriendly, excluding, tormenting, humiliating, hiding things etc
- Virtual or Cyberbullying via mobile devices or online. There is enhanced guidance on cyberbullying in Appendix A: Cyberbullying.
- Threatening behaviour: making threats, extortion, demanding money, possessions etc
- Intimidating: through threat of violence or by isolating someone physically or online.
- An imbalance of power: between the perpetrator and victim, or the attempt to gain control over another person.
- Racist: making racial taunts, graffiti, gestures etc
- Sexual: unwanted physical contact or sexually abusive comments
- Homophobic or Sexist: focussing on the issue of someone's sexuality or gender
- In response to someone's special educational need or disability
- In response to someone's religious beliefs

## 2. WHAT ACTION MAY BE TAKEN

2.1 Bullying is serious and can cause physical or psychological damage.

2.2 Severe and persistent bullying could result in suspension or exclusion.

2.3 Some forms of bullying such as violence or assault, theft, repeated harassment or intimidation (for example name calling, threats and abusive phone calls, emails or text messages) and hate crimes are illegal and should be reported to the police. If school staff feel an offence may have been committed they may seek assistance from the police.

2.4 Peer on peer bullying can take place between pupils in school and out of school. The school has a duty to investigate any bullying incident, and if appropriate take disciplinary action, wherever the incident has taken place. Peer on peer abuse can manifest itself in many ways but abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Pupils should not be subjected to



initiation type violence/hazing.

- 2.5 The E-Safety Acceptable Use suite of policies makes it clear that online or cyberbullying is unacceptable (see also appendix A). Pupils must be socially responsible with regard to using the Internet and other communication technologies. This includes treating others with equal respect online and reporting instances of online bullying.
- 2.6 A victim of bullying may be at higher risk of suffering abuse. A bullying incident will be addressed as a child protection concern when there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm. In such cases, the procedures in the school's Safeguarding Policies will be followed and the Designated Safeguarding Lead will report concerns to North Yorkshire Social Care.

### **3. AIMS and OBJECTIVES**

- 3.1 Bullying of any kind is not acceptable in our school and will not be tolerated. If bullying does **occur, all pupils should be able to tell a member of staff and know that incidents will be dealt** with promptly and effectively.
- 3.2 Racist, sexist or other discriminatory behaviour, regardless of circumstances, is always unacceptable and is considered a serious breach of the school's rules. No one should be subjected to unacceptable treatment because of their race, colour, gender, religion, ethnic origin, disability, and sexuality or family circumstances. This also includes any bullying incidents related to Covid-19.
- 3.3 We monitor and record very carefully any instances of bullying so that we can respond quickly and be as pro-active as possible in dealing with any emerging patterns of behaviour.
- 3.4 Strong sanctions such as exclusion may be necessary in cases of severe and persistent bullying.

#### **All members of staff (teaching and non-teaching) and pupils are:**

- Expected to show respect for and develop an understanding of persons of differing ability, gender, sexuality, race and background. This is regarded as essential for individual personal and social development.
- Made aware that bullying will not be accepted at Giggleswick School.
- Responsible for upholding the School Rules, which state that **any form of bullying is completely unacceptable** and includes the implementation of the anti-bullying code.
- Made aware of the School's Equal Opportunities Policy and that it is unlawful to treat pupils or staff less favourably for example because of sex, sexuality, race, religion or belief, background or disability.

#### **Members of staff should:**

- Set a proper example of respect, kindness, courtesy and good manners.
- Ensure that standards of behaviour are maintained in a quiet, controlled and caring atmosphere.
- Be prepared to challenge any unacceptable behaviour and any use of discriminatory language.
- Deal promptly and effectively with all incidents of bullying.
- Proactively gather intelligence about issues between pupils which might provoke conflict.

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- Record any incidents of bullying and action taken and refer to Mr Simpson or Mr Gemmell.
- Inform Senior House Staff and Tutors.
- Enlist the support of Praepostors and House Seniors through training and monitoring of prefect behaviour and effectiveness.
- Make sure that the quality of assemblies is such that the standards of behaviour, which the school upholds, are reinforced.
- Ensure adequate supervision and surveillance within school, and be prepared to identify potential danger areas.
- Talk to pupils about issues of difference, through lessons, dedicated events or projects or assemblies.
- Participate in Staff training sessions

#### **Parents should:**

- Report bullying incidents to Senior House Staff as soon as they become aware of them
- Give specific support for the school's Anti-Bullying Policy
- Be aware that it is unacceptable to denigrate and bully school staff via social media

#### **Pupils should:**

- Always report incidents of bullying or of observed distress inside and outside school
- Not be passive bystanders. Take Action by saying "Leave him/her alone"
- Offer support: encourage them to talk to someone, suggest how they might handle it
- Know that they can raise these issues in confidence by contacting one of the Helplines listed in 'Where do I turn?' or on House noticeboards or by contacting the Independent Listeners
- Be aware that it is not acceptable for pupils to bully each other or school staff via social media in the same way that it is unacceptable to do so face to face
- Understand that they should not retaliate to cyberbullying but report it immediately and save the evidence
- Encourage a culture of anti-bullying: do not be a passive bystander
- Understand that prejudiced-based language is unacceptable and that teasing can be unkind
- Be expressly taught, during Curriculum for Life lessons (PSHCE) in all years, the values and principles of:
  - The rights of the individual
  - Tolerance of individual differences
  - Building positive relationships
  - Developing emotional intelligence, including empathy and ways of developing resilience
  - Raising self-awareness and self-esteem
  - Social responsibility (i.e. caring for all members of the community)
  - Appropriate reporting of rule breaking
  - The difference between good and bad secrets
  - The correct use of the complaints procedure and awareness of the school's *Anti-bullying* and *Equal Opportunities* policies.
  - Keeping passcodes to mobile devices secure and the importance of not leaving a computer logged on
  - Considering their online conduct carefully in accordance with the *E-Safety Acceptable Use policy*

In C4L (PSHCE) teaching, relevant videos and role-play situations are used, so ways of countering and dealing with bullying are set within the context of social behaviour as a whole. The above principles will be reinforced:

- Whenever such issues arise within the wider curriculum

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- In House assemblies
- In Tutor groups
- In-House training programmes for the Sixth Form.

#### **4. WHAT YOU CAN DO IF YOU ARE BEING BULLIED**

- Ignore it if possible
- Be assertive
- Try to laugh it off, use humour to deflect
- Do not retaliate with physical or verbal aggression
- Talk to people who you know will offer good advice
- Report it to a member of staff or an older pupil
- If you're reporting cyberbullying, keep a record of the date and time of the calls, emails or texts - don't delete any messages you receive. If appropriate, take a screen-shot of any images or correspondence.
- Build your own protective circle of friends
- Avoid high risk places

#### **5. ANTI-BULLYING PROCEDURE**

1. Pupils and all staff should be familiar with the document '*Where do I turn?*' which is in the Student Planner and which suggests who pupils can talk to if they are feeling unhappy.
2. Incidents of bullying behaviour or observed distress must be dealt with **immediately** and should be reported as soon as possible to a responsible adult.
3. The first member of staff involved makes notes with names of those involved, what has happened, and what action has been taken, and copies it immediately to the appropriate Housemistress or Housemaster.
4. Senior House Staff are responsible in the first instance for the management of such incidents.
5. Bullies and victims will usually be expected to assist staff in providing detailed written accounts of any incident.
6. Senior House Staff will keep both the parents of bullies and victims informed of the situation and of any outcomes.
7. Victims are assured of patient and sympathetic listening and are given on-going advice and support. Where appropriate contact will be made with external agencies to support a pupil who is experiencing bullying.
8. Bullies should be assured of counselling and rehabilitation, which may involve external agencies, to tackle any underlying issue which has contributed to a child engaging in bullying, as well as appropriate punishment.
9. A record of clearly substantiated incidents will be kept by Mr Simpson or Mr Gemmell, who will monitor incidents, identify any patterns and seek to prevent recurrences.
10. In the first instance, a 'no blame' approach is often taken, usually leading to a reconciliation meeting.
11. Pupils are usually then given a verbal warning with clear advice about future behaviour.
12. Should the bullying be repeated pupils will receive a formal written warning.
13. Given the seriousness with which the School views bullying, persistent inappropriate behaviour may then result in suspension or expulsion.
14. When there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm from bullying, it will be referred to social care as a safeguarding concern by the Designated Safeguarding Lead.

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#### Linked Policies

E-Safety Acceptable Use; Behaviour & Exclusions Policy; Safeguarding Policy & Procedures (including the Appendix relating to the Covid-19 measures); Equal Opportunities Policy, Staff Code of Conduct for Contact with Students and Data Protection Policy

#### Guidance

*The Equality Act (2010)*

*Preventing and Tackling Bullying: advice for headteachers, staff and governors (DfE October 2014 & July 2017)*

*Cyberbullying: advice for headteachers and school staff (DfE November 2014)*

*SEND Code of Practice (January 2014)*

## **Appendix A: Cyberbullying**

Cyberbullying may be defined as 'the use of electronic communication, particularly mobile phones and the internet, to bully a person, typically by sending messages of an intimidating or threatening nature: children and adults may be reluctant to admit to being the victims of cyberbullying'. It can take a number of different forms: threats and intimidation, harassment or 'cyber-stalking' (e.g. repeatedly sending unwanted texts or instant messages), sexting (e.g. sending and receiving sexually explicit messages, primarily between mobile phones) vilification/defamation, exclusion/peer rejection, impersonation, unauthorised publication of private information/images and 'trolling' (abusing the internet to provoke or offend others online). It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target.

However it differs from other forms of bullying in several significant ways:

- by facilitating a far more extreme invasion of personal space. Cyberbullying can take place at any time and intrude into spaces that have previously been regarded as safe and personal.
- the potential for anonymity on the part of the bully. This can be extremely distressing for the victim
- the potential for the bully to play very rapidly to a larger audience so the scale and scope of cyberbullying can be greater than for other forms of bullying.
- through the knowledge that the data is in the world-wide domain, disproportionately amplifying the negative effect on the victim, even though the bully may feel his / her actual actions had been no worse than conventional forms of bullying
- the difficulty in controlling electronically circulated messages as more people get drawn in as accessories. By passing on a humiliating picture or message a bystander becomes an accessory to the bullying.
- the profile of the bully and target can be different to other forms of bullying as cyberbullying can take place between peers and across generations. Teachers can be victims and age and size are not important.
- many cyberbullying incidents can themselves act as evidence so it is important the

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victim saves the information.

## **Cyberbullying and the Law**

**Bullying is never acceptable and the school fully recognises its duty to protect all of its members and to provide a safe, healthy environment for everyone.**

### **Education Law:**

- The Education and Inspections Act 2006 (EIA 2006) outlines some legal powers which relate more directly to cyberbullying. Head teachers have the power 'to such an extent as is reasonable' to regulate the conduct of pupils when they are off the school site.
- The Act also provides a defence for staff in confiscating items such as mobile phones from pupils.

### **Civil and Criminal Law**

- There is not a specific law which makes cyberbullying illegal but it can be considered a criminal offence under several different acts including Protection from Harassment Act (1997), Malicious Communications Act (1988), Communications Act (2003) Obscene Publications Act (1959) and Computer Misuse Act (1990).

## **Preventing Cyberbullying**

As with all forms of bullying the best way to deal with cyberbullying is to prevent it happening in the first place. There is no single solution to the problem of cyberbullying but the school will do the following as a minimum to impose a comprehensive and effective prevention strategy:

## **Roles and Responsibilities**

**The Deputy Head who is also the Designated Safeguarding Lead** will take overall responsibility for the coordination and implementation of cyberbullying prevention and response strategies. The Deputy Head will:

- ensure that all incidents of cyberbullying both inside and outside school are dealt with immediately and will be managed and/or escalated in line with the procedures set out in the school's Anti-bullying Policy, Behaviour Policy and Safeguarding and Child Protection Policy.
- ensure that all policies relating to safeguarding, including cyberbullying are reviewed and updated regularly
- ensure that all staff know that they need to report any issues concerning cyberbullying to the Designated Safeguarding Lead.
- ensure that all staff are aware of the Prevent Duties.
- provide training so that staff feel confident to identify children at risk of being drawn into terrorism, to challenge extremist ideas and to know how to make a referral when a child is at risk.
- ensure that parents/carers are informed and attention is drawn annually to the Anti-bullying policy so that they are fully aware of the school's responsibility relating to safeguarding pupils and their welfare. The Anti-bullying Policy is available at all times on the school website
- ensure that cyberbullying is revisited as part of the Curriculum for Life programme and that pupils know how to report a concern.
- ensure that all staff are aware of their responsibilities by providing clear guidance for staff on the use of technology within school and beyond.
- provide annual training for staff on the above policies and procedures provide annual training for staff on online safety



ensure the school's Acceptable Use Policy and mobile phone policy are reviewed annually

### **The Computing Subject Lead and the Curriculum for Life coordinator will**

- ensure that all pupils are given clear guidance on the use of technology safely and positively both in school and beyond including how to manage their personal data and how to report abuse and bullying online.
- plan and deliver a curriculum on online safety in computing lessons which builds resilience in pupils to protect themselves and others online.
- plan a curriculum in in CfL delivering a curriculum on online safety which builds resilience in pupils to protect themselves and others online.

### **The Director of Digital Strategy will**

- ensure adequate safeguards are in place to filter and monitor inappropriate content and alert the Designated Safeguarding Lead to safeguarding issues. The internet filter records access to prohibited sites which enables IT Support to report issues immediately to the Designated Safeguarding Lead.
- ensure that visitors to the school are given clear guidance on the use of technology in school. This includes how to report any safeguarding issues to the Designated Safeguarding Lead. Visitors will be given highly restricted guest accounts which will not allow any access to personal data and that any misuse of the system will result in access to the system being withdrawn.

### **The Bursar will**

- ensure the school manages personal data in line with statutory requirements. The school is aware of its duties under the Data Protection Act (2018). Careful consideration will be given when processing personal information so that the individual's privacy is respected where it needs protection. Access to the personal information will only be given to those who need it. The principles of the Data Protection Act will be applied when processing, collecting, disclosing, retaining or disposing of information relating to a pupil or member of staff.

### **The School Governors will**

- appoint a governor in charge of welfare who will work with the Designated Safeguarding Lead to ensure the policies and practices relating to safeguarding including the prevention of cyberbullying are being implemented effectively. The current governor for Welfare is Andrew Jarman.

### **Guidance for Staff**

Guidance on safe practice in the use of electronic communications and storage of images is contained in the Code of Conduct. The school will deal with inappropriate use of technology in line with the Code of Conduct which could result in disciplinary procedures.

If you suspect or are told about a cyber-bullying incident, follow the protocol outlined below:

#### **Mobile Phones**

- Ask the pupil to show you the mobile phone
- Note clearly everything on the screen relating to an inappropriate text message or image, to include the date, time and names
- Make a transcript of a spoken message, again record date, times and names
- Tell the pupil to save the message/image
- Inform the Deputy Head and Designated Safeguarding Lead immediately and pass them the information that you have

#### **Digital Device**

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- Ask the pupil to get up on-screen the material in question
- Ask the pupil to save the material
- Print off the offending material straight away
- Make sure you have got all pages in the right order and that there are no omissions
- Inform a member of the Senior Leadership team and pass them the information that you have
- Normal procedures to interview pupils and to take statements will then be followed particularly if a child protection issue is presented.

### **Guidance for Pupils**

If you believe you or someone else is the victim of cyber-bullying, you must speak to an adult as soon as possible. This person could be a parent/guardian, or a member of staff on your safety network.

- Do not answer abusive messages but save them and report them
- Do not delete anything until it has been shown to your parents/carers or a member of staff at school (even if it is upsetting, the material is important evidence which may need to be used later as proof of cyber-bullying)
- Do not give out personal details or contact information without the permission of a parent/guardian (personal data)
- Be careful who you allow to become a friend online and think about what information you want them to see.
- Protect your password. Do not share it with anyone else and change it regularly
- Always log off from the computer when you have finished or if you leave the computer for any reason.
- Always put the privacy filters on to the sites you use. If you are not sure how to do this, ask a teacher or your parents.
- Never reply to abusive e-mails
- Never reply to someone you do not know
- Always stay in public areas in chat rooms
- The school will deal with cyberbullying in the same way as other bullying. Do not think that because it is online it is different to other forms of bullying.
- The school will deal with inappropriate use of technology in the same way as other types of inappropriate behaviour and sanctions will be given in line with the school's Behaviour Policy.

### **Guidance for Parents/Carers**

It is vital that parents/carers and the school work together to ensure that all pupils are aware of the serious consequences of getting involved in anything that might be seen to be cyber-bullying. Parents/carers must play their role and take responsibility for monitoring their child's online life.

- Parents/carers can help by making sure their child understands the school's policy and, above all, how seriously the school takes incidents of cyber-bullying.
- Parents/carers should also explain to their children legal issues relating to cyber-bullying.
- If parents/carers believe their child is the victim of cyber-bullying, they should save the offending material (if need be by saving the offensive text on their computer or on their child's mobile phone) and make sure they have all relevant information before deleting anything.

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- Parents/carers should contact the school as soon as possible.
- If the incident falls in the holidays the school reserves the right to take action against bullying perpetrated outside the school both in and out of term time.